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ABSTRACT

In Texas higher education, fiscal 1974 was a year of reassessment. Although student enrollments and state funding for Texas colleges and universities climbed to record levels, caution and concern for the future dominated higher education planning. That concern was prompted by an inflationary economy, shifting state and national priorities, changing methods of delivering educational services, and development of newly created institutions of higher education. Comprehensive reexaminations of state needs evolved as the Coordinating Board's major challenge during the year. Major developments in Texas postsecondary education included: (1) Student enrollment at all Texas colleges and universities continued to climb, reaching 531,952 in fall 1973. (2) To support all agencies of postsecondary education in Texas, the 63rd legislature appropriated a record $705.3 million from all funds for 1973-74. (3) New degree program proposals submitted to the Coordinating Board for approval reflected efforts by Texas colleges and universities to respond to changing employment opportunities, particularly in the areas of vocational-technical education, business management, and health-related fields. (4) The Coordinating Board endorsed a statewide plan to assist Texas institutions to expand their efforts in adult and continuing education. (Author/PG)

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Annual Report

Coordinating Board

Texas College and University System

Coordinating Board, Texas College and University System
LBJ Building : P.O. Box 12788
Austin, Texas 78711
December, 1974

Coordinating Board

TEXAS COLLEGE AND UNIVERSITY SYSTEM

P. O. BOX 12788, CAPITOL STATION

AUSTIN, TEXAS 78711

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WATSON W. WISE

SAM D. YOUNG, JR.

Commissioner
BEVINGTON REED

December 1, 1974

The Honorable Dolph Briscoe, Governor of Texas
The Honorable William Hobby, Lt. Governor of Texas
The Honorable Price Daniel, Jr., Speaker of the
House of Representatives
Members of the 63rd Legislature, State of Texas

Dear Governor Briscoe, Lt. Governor Hobby, Speaker Daniel, and Members of the Legislature:

In accordance with Section 26 of the Texas Higher Education Act, I am pleased to submit herewith the Annual Report of the Coordinating Board, Texas College and University System for the fiscal year ended August 31, 1974.

Student enrollments in Texas are continuing to climb at a rate far above the national average. Newly authorized institutions are developing programs and beginning operation. State appropriations to support higher education are increasing as new institutions are added to the system and as operating costs climb steadily in today's inflationary economy. The Coordinating Board this year has undertaken comprehensive studies of the long range needs of the state for higher education opportunities and of their financial implications. The results of these studies will be presented to you and to the Texas Legislature as you address these concerns during the coming year.

Members of the Coordinating Board and its staff appreciate the support the executive and legislative branches of government have given to provide quality education to every citizen of Texas. The Board looks forward to continued cooperation and support in matters of legislation which will help implement that goal.

Respectfully submitted,

Harry Provence

Harry Provence
Chairman

THE COORDINATING BOARD

The Coordinating Board, Texas College and University System was created by the Texas Legislature in 1965 to provide leadership and coordination for the Texas higher education system, institutions and governing boards. Its 18 members are appointed by the Governor with the advice and consent of the Senate.

The Board appoints the Commissioner of Higher Education, who is the chief executive officer of the staff. The Commissioner and the Board staff have offices in the LBJ Building in Austin.

The Coordinating Board is responsible for recommending statewide policies for higher education and advising the Governor, Legislative Budget Board and Texas Legislature on matters of higher education, including the financial needs of the state institutions of higher education.

Before new degree programs can be offered in state colleges and universities, the Coordinating Board must give its prior approval. Also, the Board is authorized to recommend the establishment, discontinuance, or uniting of public institutions; authorize the creation of public junior college districts and adopt standards for the operation of public junior colleges; develop and recommend formulas to the Governor and Legislative Budget Board for use in determining legislative appropriations for the equitable financing of public institutions of higher education; supervise the administration of a variety of federally supported higher educational programs; recommend policies for efficient use of construction funds and orderly development of physical plants; and administer the state's college student loan program and tuition equalization grants to needy students.

The enabling legislation defining the Coordinating Board's responsibilities is contained in V.T.C.A., Education Code, Sections 61.001-61.204.

COORDINATING BOARD, TEXAS COLLEGE AND UNIVERSITY SYSTEM

Harry Provence, Chairman, Waco (1975)

Newton Gresham, Vice Chairman, Houston (1977)

Jack Arthur, Stephenville (1977)

Robert W. Baker, Houston (1975)

Tony Bonilla, Corpus Christi (1979)

Dr. G. V. Brindley, Jr., Temple (1979)

O. H. Elliott, Austin (1979)

Marshall Formby, Plainview (1977)

Mrs. Jess T. (Betty Jo) Hay, Dallas (1979)

Harold Herndon, San Antonio (1979)

Dr. James P. Hollers, San Antonio (1975)

L. B. Meaders, Dallas (1975)

Fred H. Moore, Austin (1979)

Richard S. Slocomb, Galena Park (1977)

Wayne E. Thomas, Hereford (1977)

Harvey Weil, Corpus Christi (1977)

Watson W. Wise, Tyler (1975)

Sam D. Young, Jr., El Paso (1975)

Note: Six-year terms of all Coordinating Board members expire on September 1 of years indicated.

STAFF ADMINISTRATIVE OFFICERS

Bevington Reed, Commissioner of Higher Education

William A. Webb, Head
Division of
Financial Planning

Gordon Flack, Head
Division of Campus
Planning and
Facilities Development

Mack C. Adams, Head
Division of Student Services

David T. Kelly, Head
Division of Program
Development

James McWhorter, Head
Division of Administration

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OVERVIEW

In Texas higher education, Fiscal 1974 was a year of reassessment. Although student enrollments and state funding for Texas colleges and universities climbed to record levels, caution and concern for the future dominated higher education planning. That concern was prompted by an inflationary economy, shifting state and national priorities, changing methods of delivering educational services, and development of newly created institutions of higher education. Comprehensive reexaminations of state needs evolved as the Coordinating Board's major challenge during the year. Major developments in Texas postsecondary education included:

- Enrollment Patterns: Student enrollment at all Texas colleges and universities continued to climb, reaching 531,952 in Fall 1973. This reflected an overall increase of 6.06 percent over the preceding year, as compared with the national growth rate of 4.3 percent. The fastest growing segment in Texas higher education continued to be the public community colleges, where enrollment jumped more than 12 percent. The growth rate at public senior institutions was more than 4 percent. Enrollment at private colleges and universities remained relatively constant.
- State Funding for Higher Education: To support all agencies of postsecondary education in Texas, the 63rd Legislature appropriated a record $705.3 million from all funds for 1973-74. Some $97 million of federal revenue sharing funds was included in that total appropriation. An inflationary economy posed unusually

difficult questions in the designation of Coordinating Board formulas to finance Texas higher education for the 1975-77 biennium. The formulas were recommended to the Governor and the Legislative Budget Board in January 1974 for their use in making appropriation proposals to the Legislature. Spiraling costs were diluting college operational budgets and construction funds. Faculty salary increases were not keeping pace with cost-of-living escalation. Most of the 11 public senior college formulas adopted by the Board in January 1974 called for annual inflation-induced increments of six percent above 1975 rate levels. However, it was recommended that the faculty salary formula be escalated at an eight percent per annum rate to assure that Texas retains its ability to compete in a national market for qualified faculty. At the request of the Governor, the Coordinating Board also undertook a study of salaries and personnel policies for non-faculty employees of Texas institutions and the use of computers in Texas higher education.

Restudy of Texas Higher Education: Expressing concern that over-expansion could dilute the quality of Texas higher education, the Texas Senate (63rd Legislature, 1973) directed the Coordinating Board to study the requirements of Texas higher education to 1980 and report the results to the Legislature. Pending results of the study, the Texas Senate declared a moratorium on creation of new institutions. As the fiscal year ended, the Coordinating Board was nearing completion of its report and recommendations to be presented to the 64th Legislature in 1975.

- Changing Program Needs: New degree program proposals submitted to the Coordinating Board for approval reflected efforts by Texas colleges and universities to respond to changing employment opportunities, particularly in the areas of vocational-technical education, business management and health-related fields. Many Texas institutions were restructuring existing programs to meet career needs of an increasingly diverse college-going population and expanding new methods of delivering these services.
- Professional Education: In-depth evaluations of health professional education needs were underway during 1973-74 in the fields of medicine, dentistry, pharmacy, nursing and allied health programs. The studies were expected to have long range benefits for the quality of health education in Texas.
- Adult and Continuing Education: The Coordinating Board endorsed a statewide plan to assist Texas institutions to expand their efforts in adult and continuing education. The plan was the result of a statewide study of the needs of adult Texans for educational opportunities. It was directed by a special advisory committee and involved research efforts of numerous colleges and universities. The plan is to be presented to the Legislature in 1975 with a request for funding to implement its recommendations.
- Aid to Needy Students: Approximately 18,000 students borrowed some $24 million in Fiscal 1974 through the Hinson-Hazlewood College Student Loan Program which is administered by the Coordinating Board. The Board also allocated $5 million in Tuition Equalization

Grants to some 9,000 students. Following implementation of a new federal State Student Incentive Grants program, the Coordinating Board was named by Governor Dolph Briscoe as the program's state agency administrator. In July the Board adopted rules and regulations for SSIG, which was expected to provide $1 million in new federal grants to needy Texas college students in 1974-75. The Board also launched a study of the need and feasibility of a broad based program of state supported grants for needy Texas students.

Constitutional Convention: Convening of a Constitutional Convention to rewrite the state's century old charter underscored the reassessment of Texas higher education. The Coordinating Board and its staff provided requested resource materials and assistance to delegates and committees of the Constitutional Convention as they addressed the task of drafting new constitutional language regarding structure, governance, and financial support for Texas higher education. The proposed new Constitution failed to receive the necessary two-thirds vote of the Contention for final adoption and submission to the voters.

The Coordinating Board held four regular quarterly meetings in Austin in October, 1973, and January, April and July, 1974. The Board also met in two special called sessions in September, 1973, and March, 1974. The Board continued to solicit advice from lay citizens, public officials and professional educators on issues affecting higher education through numerous advisory committees and their activities.

Effective Sept. 1, 1973, Governor Dolph Briscoe named three new members and reappointed three others to six-year terms of the Coordinating Board. The new members are Mrs. Jess Hay of Dallas, Harold Herndon of San Antonio, and Tony Boni'la of Corpus Christi. They replaced W. Hunter McLean of Fort Worth, Wales Madden Jr. of Amarillo, and Walter W. Bassano Jr. of Paris. Reappointed were Dr. G. V. Brindley Jr. of Temple and O. H. Elliott and Fred Moore of Austin.

PROGRESS OF THE TEXAS HIGHER EDUCATION SYSTEM

Beginning operation in the 1973-74 academic year were two upper-level universities -- The University of Texas of the Permian Basin and Texas A&I University at Corpus Christi. Two new public community colleges also opened -- Austin Community College and North Harris County College. With their addition, the Texas system of public higher education in Fall 1973 consisted of 23 public senior colleges and universities, four upper-level universities, three upper-level centers, one lower-division center, 47 public community junior college districts operating on 52 campuses, five public medical schools, two public dental schools, other allied health and nursing units, and a public Maritime Academy.

The state also had 37 private senior colleges and universities, eight private junior colleges, two private medical schools, one private dental school, and two private medically-related units.

Need for System Expansion Evaluated

To furnish educational opportunities to the state's burgeoning college enrollments in the 1960's, the Legislature between 1968 and 1973 had authorized and appropriated funds for the establishment of one four-year undergraduate and master's level university, eight upper-level institutions, two medical schools, one dental school, a state technical institute, a lower division center and state support for an occupational extension center.

By Fall 1973 all but two of these had begun operation as planned. The new upper-level University of Houston at Clear Lake City was scheduled

to admit students in Fall 1974 and The University of Texas at San Antonio, which accepted graduate students only in Summer 1973, was proceeding with plans to admit baccalaureate students by Fall 1975.

In addition, seven new junior college districts were created and three new campuses of existing districts were opened, bringing the total number of junior college districts to 47 and the number of operating colleges to 52. All but one of the districts sought and received Coordinating Board approval in Fiscal 1974 to offer courses at more than 300 locations outside their districts during 1974-75, under legislative authority granted in 1971.

Texas Senate Resolution 209, enacted in 1973, declared a temporary moratorium on creation of new institutions and directed the Coordinating Board to make a comprehensive reassessment of Texas postsecondary education and to project needs to 1980. Warning that overexpansion could result in costly duplication of programs and weaken established universities, the Coordinating Board had recommended to the Legislature in 1973 that no new institutions be authorized until a complete restudy of the Texas system of higher education could be completed.

The restudy was to be completed in late 1974 and submitted to the 64th Texas Legislature in January 1975.

Enrollment Reaches New High

A record total of 531,952 students were enrolled in Texas colleges and universities in Fall 1973. That total represented a substantial 6.06 percent annual growth rate over Fall 1972 enrollment. At the forefront of Texas' expanding college population were the state's medically-related

units, with a 17.65 percent enrollment growth and the public community colleges which recorded an overall one-year gain of 12.33 percent. Enrollment at public senior institutions increased 4.27 percent above 1972 levels. Although headcount enrollment at most private colleges and universities increased moderately, the closing of the University of Corpus Christi resulted in a slight overall decline in statewide enrollment in these institutions. Enrollment in private junior colleges continued its decline with an 8.6 percent decrease.

While there have been variations in enrollment patterns among individual institutions, total state headcount has climbed steadily. Since 1968, the number of students enrolled in Texas colleges and universities has increased 42.13 percent as compared with the national growth rate of 24.9 percent.

Distribution of student enrollments among the different types of Texas colleges and universities for the fall semesters of 1972 and 1973, including the percent of the one-year change, is shown in the following table:

SUMMARY OF HEADCOUNT ENROLLMENT
Texas Institutions of Higher Education
Fall 1972 and Fall 1973

Type Institution	Fall 1972 Enrollment	Fall 1973 Enrollment	Percent of Change
Public Senior Colleges & Universities	249,441	260,088	+ 4.27%
Public Community Colleges	166,168	186,655	+12.33
Semester Length	(133,555)	(148,571)	+11.24
Other Than Semester Length	(32,613)	(38.084)	+16.77
Public Technical Institutes	4,376	4,045	- 7.56
Independent Senior Colleges & Universities	70,513	69,876	- .90
Independent Junior Colleges	5,342	4,882	- 8.61
Medical, Dental and Allied Health Units			
Public Institutions	3,960	4,662	+17.65
Independent Institutions	1,733	1,744	+ .63
TOTAL -- All Institutions	501,533	531,952	+ 6.06%

Community Junior College Development

The opening of two new community junior colleges in Fall 1973 brought to 47 the number of public junior college districts operating 52 separate colleges. Enrollment at these institutions reached 186,655.

Voters in 1972 had approved the creation of the Austin Community College District, coterminous with the Austin ISD, and of North Harris County College, a union district comprised of Aldine, Humble and Spring ISD's. A third district also began operation as a separate entity in Fall 1973; but the institution, Midland College, originally opened in 1969 as part of the Permian Junior College System. Voters approved disannexation and creation of a separate district in December 1972.

Access to Community Junior College Educational Opportunities

While a number of preliminary inquiries were made in Fiscal 1974 relative to the creation of new junior college districts, none of these culminated in the presentation of a petition to the Coordinating Board to create a new junior college district. Several factors affected this lack of requests for new districts.

First was the expression of legislative intent, through passage of Senate Resolution 209, that additional development of new and existing institutions be curbed pending a restudy of the state's needs to 1980.

Second was the difficulty recent efforts had encountered in obtaining voter approval of local tax propositions to support new junior college districts. While the Coordinating Board in Fiscal 1973 approved six requests to hold elections to create new districts, local voters rejected four of those propositions at the ballot box.

Third, the growth of out-of-district course offerings and of other forms of delivery of two-year programs and services was probably a deterrent to creation of new districts.

This does not mean that those areas of the state not presently included within one of the existing community college districts are being denied any increased access to postsecondary education programs at the less-than-baccalaureate level. On the contrary, cooperative and coordinated regional planning efforts on the part of community colleges have resulted in some broadened availability of and access to two-year college programs for Texans, as evidenced by the Coordinating Board's approval in April 1974, of requests from 46 of the 47 public community college districts to offer courses and programs at more than 300 out-of-district locations during the 1974-75 academic year. Most of these locations were in hospitals and other clinical facilities, business and industrial sites, units of the Texas Department of Corrections, military bases, and area vocational high schools.

As one measure of this increased access, production of semester credit hours in out-of-district course offerings by public community colleges rose significantly during the period of 1971-72 to 1973-74. From 1971-72 to 1973-74, the number of semester credit hours (SCH) generated in out-of-district courses increased from 54,255 SCH to 94,446, for a 74 percent growth. Yet the 1973-74 total output of out-of-district semester credit hours was less than five percent of the gross semester credit hours for the state and was roughly equivalent to the resident semester credit hours produced by one typical semi-rural community college

in the state. Similarly, the 1973-74 statewide equivalent dollar amount ($2,072,414) for out-of-district courses was generally comparable to the total state-aid appropriation for one medium-size public community college for one year.

Educational services cannot, of course, be measured by semester credit hour production alone. More than one-half of the colleges providing out-of-district instruction offer some type of community service or "short-course" program to out-of-district clientele. These courses are not generally measured in semester hours and should, therefore, be considered as additional production, although state-aid reimbursement is not available for these courses unless they are "occupationally related" or "adult basic" in nature.

Program Development

Legislation enacted by the 63rd Legislature, 1973 (S.B. 358), gave first-time statutory recognition to the purposes of public community colleges, restating those previously defined by Coordinating Board policy as well as enumerating certain additional purposes. Codified now as Section 130.003(e) of the Education Code, the purpose of each public community college is to provide:

"(1) technical programs up to two years in length leading to associate degrees or certificates;

"(2) vocational programs leading directly to employment in semi-skilled and skilled occupations;

"(3) freshman and sophomore courses in arts and sciences;

"(4) continuing adult education programs for occupational or cultural upgrading;

"(5) compensatory education programs designed to fulfill the commitment of an admissions policy allowing the enrollment of disadvantaged students;

"(6) a continuing program of counseling and guidance designed to assist students in achieving their individual educational goals; and

"(7) such other purposes as may be prescribed by the Coordinating Board, Texas College and University System, or local governing boards, in the best interest of postsecondary education in Texas."

Program development in public community colleges in relation to these statutorily prescribed purposes continued throughout Fiscal 1974.

Technical-Vocational. Whereas five years ago, two out of every three community college students were enrolled in university-parallel transfer programs, by 1973-74 the numbers of students enrolled in general academic and vocational-technical work were becoming almost evenly divided. This significant change in student interests underscores the importance of career education as a community college purpose. Texas public community colleges have expanded dramatically their technical-vocational programs, with the total number of these associate degree and certificate opportunities in the state approaching 900.

The general increase in the numbers of career students and resulting contact hour production conceals some significant trends. Enrollment has stabilized or declined in some of the technologies. The significant areas of growth have been in health related and human and public service programs. Considerable growth in distribution and marketing and office occupations is actually accounted for by shifts of programs from academic funding to occupational funding as the latter formula rate structure became gradually more competitive and finally more advantageous. Agricultural

technologies are becoming increasingly popular, especially in rural and semi-rural colleges.

In percentage growth terms, the largest increases in technical-vocational curricula in the years between 1968-1973 were registered in the program areas of "Adult" and "Related." These programs are ideally suited to the community college role because of the emphasis such programs place on responsiveness to community needs. Adult vocational programs stress updating and upgrading of skills in short intensive course cycles. "Related" courses mirror the community college's attempt to incorporate supporting, but essentially non-technical, education into an occupational program in ways that are most meaningful and useful to the student. Examples are applied mathematics, technical physics, and industrial psychology.

Arts and Sciences. Notwithstanding the reduction of percentages of students enrolled in general academic transfer programs since 1968, freshman and sophomore courses in the arts and sciences still remained in 1974 a viable component of the comprehensive community college curriculum. Semester credit hour production in academic program areas indicates continued growth in this area; however, the increases are not nearly so dramatic as in the technical-vocational domain.

More important than curriculum changes were probably the changes in instructional techniques. Considerable time, effort and funds were devoted toward improvement of instruction. More emphasis was put on individualization of learning. Televised and computer-assisted instruction were adapted to the needs of a variety of students; and the sanctity

of the semester-length, highly-structured course gave way in many colleges to innovative experimentation with flexible, variable-length scheduling, open-laboratory learning, and continuous enrollment. The adoption of contact-hour funding for junior college academic courses played no small part in encouraging these innovations.

Continuing Education and Community Service. Efforts to serve new and emerging student populations of all ages have led to an increased emphasis on adult and continuing education programs in community colleges. Use of such techniques as surveys, public media advertisements, etc., has flooded community colleges with requests for offerings in such areas as lifetime sports, cultural enrichment, conversational languages, public administration, personal finance, and a host of others -- occupational as well as avocational.

Community service represents an additional, closely-related purpose of community colleges. Many of the colleges have excellent facilities and make those buildings available for community cultural events and to non-profit organizations.

Human Development. Community colleges offer a number of programs and services described generally as "development of human potential." Community colleges have always been concerned about the functionally illiterate high school graduate, the high school dropout, the bilingual student, and the student who might be educationally or economically disadvantaged for any reason. The fact that community colleges are open door by choice has given them considerable experience and expertise in providing remedial and developmental programs. The comprehensive nature

of such institutions has demanded equally comprehensive guidance services to assist students to make wise choices among the multiplicity of offerings available. The offering of compensatory education courses designed to fulfill the commitment of an admissions policy which meets the needs of disadvantaged students became more than just a goal for many community colleges in 1973-74, as the Coordinating Board adopted policies which made these courses eligible for state aid. These policies were developed pursuant to S.B. 356 and S.B. 358, 63rd Legislature, 1973, and reflected the advice and counsel of an advisory committee of community college educators.

Work With Independent Higher Education

The Coordinating Board maintains a close working relationship with independent colleges and universities of Texas. Consideration of the resources of the private sector of higher education plays a vital role in the Board's planning and coordination of the state's public higher education system. Therefore, through cooperative arrangements, independent institutions supply the Board with data regarding enrollments, degree offerings, production of degrees and scholastic credit hours, facilities inventories and other information.

Tuition Equalization Grants Program

The Board also administers a Tuition Equalization Grants Program for eligible students attending accredited independent academic institutions and administers contracts with private medical and dental institutions for the education of Texas resident students.

The Tuition Equalization Grants Program was enacted by the 62nd Legislature in 1971. Operation of the program of state grants to needy Texas students at private institutions began with the issuance of $1 million to some 2,500 freshman students in Fall 1971. Since that time funding for the program and the number of participating students have increased annually. Additional information about the program is included in the section on Student Services.

Contracts with Private Medical-Dental Institutions

The 63rd Legislature appropriated funds for renewal of contracts with private medical and dental institutions for the education of Texas resident medical and dental students during the 1973-75 biennium. The legislation, first enacted by the 61st Legislature, is designed to increase the number of doctors and dentists in Texas by utilizing existing institutions, thus avoiding the need to build costly new state facilities.

The Coordinating Board is directed to administer the medical and dental education contracts. For the 1973-75 biennium, the Legislature appropriated to the Board a total of $24.3 million to fund contracts with the three private institutions as follows:

	Fiscal 1974	Fiscal 1975
Baylor College of Medicine	$5.6 million	$6.1 million
Baylor College of Dentistry	4.3 "	4.8 "
Texas College of Osteopathic Medicine	1.5 "	1.9 "

The Coordinating Board in July 1973 approved contracts for the 1973-74 academic year and in July 1974 approved contracts for the 1974-75 year. Under the terms of the contracts, funding for the two years is designated in amounts appropriated by the Legislature.

The $11.4 million appropriated for Fiscal 1974 supported the education of 892 students at the three institutions during the 1973-75 academic year. Determination of the amount to be paid for each student is stipulated in the enabling legislation. The per student amount is based on the average annual state tax support per undergraduate medical or dental student in public medical or dental schools, but the total to each institution may never exceed the amount appropriated.

The Fiscal 1974 contract with Baylor College of Medicine was based on a per student cost of $18,069. That institution enrolled 394 Texas residents.

The 1973-74 contract with Baylor College of Dentistry was based on a per student cost of $11,482. The institution enrolled 368 Texas undergraduate dental students in 1973-74.

The 1973-74 contract with Texas College of Osteopathic Medicine was based on a per student cost of $11,688, and there were 130 Texas students enrolled at the institution during that academic year.

State System of Ecology Laboratories

The Coordinating Board administers a contract with the Texas System of Natural Laboratories, Inc., for the coordination of a statewide system of ecology laboratories. Funds were appropriated for the first time for this purpose by the 63rd Legislature in 1973.

The Board allocated $46,000 to fund the contract in Fiscal 1974 and approved a contract for Fiscal 1975 in the same amount. Under terms of the contracts, the private organization is to provide administrative services for the state's general academic institutions by coordinating the operation of a state system of ecology laboratories embracing more than six million acres of land.

PROGRAM DEVELOPMENT IN TEXAS COLLEGES AND UNIVERSITIES

The Coordinating Board, Texas College and University System, is charged by law "to review periodically all degree and certificate programs offered by the institutions of higher education to assure that they meet the present and future needs of the State." Public institutions are required to have "the specific prior approval of the Board" before initiating new administrative units or instructional programs. In making its decisions, the Coordinating Board is to consider the "best interests of the institutions themselves" and the "general requirements of the State of Texas." (Section 61.051(e), Texas Education Code, 1971)

New Programs and Administrative Changes

Twenty-nine separate campus units were involved in program approvals during the 1973-74 year. For existing institutions the Coordinating Board approved 48 baccalaureate degrees, 44 master's degrees, and 17 doctoral degrees. Some of these approvals were Board recognition of and authorization for the reordering of existing programs and creation of additional options in already approved degree structures. In addition, for the one new institution, the University of Houston at Clear Lake City, the Board approved 35 baccalaureate-level programs and 29 master's level programs in 16 program areas. Students were to begin enrolling in a number of these approved upper-level programs in September, 1974.

Program requests and approvals for 1973-74 reflected developing trends in higher education as it responds to economic and social change. Overall, the tendency to introduce greater flexibility into degree

requirements was apparent. The need for teachers in vocational-technical subjects and for special positions in the public schools, such as early childhood and handicapped children's education, has brought about a considerable number of new degree and certificate programs in professional education. Increasing numbers of senior institutions have reacted positively and constructively to the needs of community college graduates and of students who are returning to higher education, especially on a part-time basis.

The changing characteristics of students, as more and more attend classes while holding a full-time or a part-time job, give pause for consideration of questions of accessibility, notably in regard to programs designed to provide career upgrading and mobility. The Coordinating Board has weighed the accessibility need with the risk of unnecessary duplication of programs in attempting to achieve a reasonable balance for the state.

Two additional universities received approval during 1973-74 for baccalaureate degree programs which build upon two-year vocational-technical programs. This type of degree was first approved by the Coordinating Board for four institutions in 1972-73. The senior institution offers two years of general education and professional preparation to the transfer student, granting a degree without necessarily involving additional courses in the area of technical specialization.

New types of degree programs and the evolution of the content and purpose of some of the more traditional ones have caused some concern about terminology. The Coordinating Board directed the staff to work with

institutions to resolve some of the difficulties and approved common terminology for certain nontraditional programs. The designation Bachelor of Applied Arts and Sciences was endorsed for programs created primarily to prepare students for enhanced career opportunities in business, industry, or management. The title Bachelor of Science with major in Occupational Education was approved for programs intended primarily to prepare high school and postsecondary teachers of occupational or vocational education.

The Coordinating Board has continued to encourage efforts toward inter-institutional cooperation in providing educational services. Two joint master's and doctoral programs in adult/continuing and vocational-technical education were approved for three universities. Three institutions developed plans for a new doctoral program in business management, which complemented but did not entirely duplicate programs offered by institutions in the same geographic area.

The administrative structure and initial degree programs were approved for the University of Houston at Clear Lake City, a new upper-level institution which was to open in September 1974. The organization and content of programs are planned to avoid unduly narrow specialization and to encourage interdisciplinary merging of the traditional liberal arts and the professional preparation aspects of higher education.

Other institutions are reorienting programs within traditional administrative structures. One which is doing so is Texas Southern University. As it works to fulfill its special purpose as an urban institution, TSU has developed and received approval for a School of Public

Affairs, to include degrees in public affairs, public administration, and city planning.

Two institutions, Texas Southern University and The University of Texas at El Paso, received approval to offer for the first time a doctoral degree. Each institution will offer the degree in a special professional field related directly to its traditional areas of service and expertise.

Academic Common Market: The concept of an Academic Common Market, a plan which would encourage university student and program exchange among fourteen Southern states, received Coordinating Board endorsement. Proposed by the Southern Regional Education Board, an Academic Common Market for the South would involve interstate agreements whereby students would cross state lines and enroll, on a resident tuition basis, in outstanding programs offered by public institutions in other states. The implementation of this plan could avoid duplication of expensive programs and could save students the heavy expense of out-of-state tuition for these programs. Through the SREB, states would exchange lists of programs which public institutions would be willing to include in the Common Market. It has been proposed that during its first two years the Common Market be limited to graduate students and programs. Participation by Texas would require approval by the State Legislature.

Progress in Health-Related Education

Two of the Coordinating Board's four ongoing studies related to health education were completed in Fiscal 1974. The Board received final reports from its Allied Health Project and an advisory committee analysis of pharmacy education and manpower needs in Texas. A long range study of medical and dental education neared completion, as did a three-year study of Texas nursing education.

Allied Health Project

Heralded as the most comprehensive study of allied health education ever undertaken in Texas, the Allied Health Project analyzed curricula in 10 allied health fields and recommended model programs. The project also produced a complete guide to allied health programs available across the state, cost analyses of each program area and a working paper on an interdisciplinary core curriculum in allied health education.

Allied health disciplines incorporated in the analyses include: Nursing, Respiratory Therapy, Occupational Therapy, Radiologic Technology, Medical Record Administration, Pharmacy at the Two-Year Level, Dental Hygiene, Medical Technology, Cytotechnology, and Physical Therapy.

Model programs designed for each discipline were recommended to promote quality preparation for each career level, at the same time encouraging both upward and lateral career mobility. Where feasible, recommended curricula provide for transfer of credit from the one-year technical level through the associate and baccalaureate degree levels in the various fields. The model nursing curriculum, for example, offers multiple entry and exit points at each level of nursing practice, enabling

course credit transfer without repetition of course content. The lack of mobility between levels of nursing training has been a subject of nationwide concern among nursing educators and practitioners.

The guide to available allied health programs in Texas was developed from a survey of all Texas colleges and universities, technical institutes, proprietary schools, hospitals and military training centers.

More than 90 outstanding allied health educators and practitioners served as advisors to the Board on the Allied Health Project, which was undertaken by the Board in December 1972 under contract with the Regional Medical Program of Texas.

The 11 final reports of the project were published -- eight of them as official Coordinating Board Study Papers, The Board also authorized continuation of several of the studies to provide additional data on issues of continuing relevance.

Pharmacy Education and Manpower Study

Faced with simultaneous applications from three Texas universities to establish new Schools of Pharmacy, the Coordinating Board in October 1973 authorized the appointment of a seven-member Pharmacy Advisory Committee to examine current and projected needs in Texas pharmacy education, exploring all feasible alternative methods of fulfilling those needs.

The Board then deferred action on the new school requests from West Texas State University, The University of Texas at Dallas in conjunction with The University of Texas Health Science Center at Dallas, and Texas Tech University in cooperation with the Texas Tech University School of Medicine, while awaiting the Advisory Committee report.

In submitting their recommendation to the Board in April 1974, Pharmacy Advisory Committee members were divided 4-3 on the question of the need for a new pharmacy school in Texas. Four members of the committee concluded that current and projected pharmacy manpower needs could be met by the state's three existing pharmacy schools. Three committee members, however, submitted a minority report which urged the establishment of a new pharmacy school in the Northwest Texas area as a stimulus for better geographic distribution of pharmacists throughout the state. The committee's study revealed that the heavily populated metropolitan areas of Texas have adequate or oversupplies of pharmacists, while 15 sparsely populated counties have no pharmacists and many West Texas counties may need more pharmacists to meet health care needs.

Responding to the pharmacy study, the Board on April 19 acknowledged the need for a new school of pharmacy in Texas but postponed until October 1974 the decision on where to locate the new school. The Coordinating Board staff was asked to conduct further study and to submit a comparative report on the three institutional proposals. In addition, a fourth institutional proposal was added in July to the staff study, when Texas A&I University submitted a proposal for a new school of pharmacy.

Medical and Dental Education Study

The Coordinating Board's Advisory Committee on Medical and Dental Education, continuing its examination of these two fields of education in Texas, made several preliminary recommendations as the study neared completion.

Projecting state medical and dental education needs to 1980, the

committee, which began its work in January 1973, found evidence to support the conclusion that Texas will be able to meet current demands for medical and dental manpower. This finding was based on continuation of trends of the past six years and expansion of presently approved medical and dental schools to their approved optimum capacities.

The Advisory Committee, therefore, in a preliminary recommendation, stated that no new medical or dental schools should be established at the present time.

Midway through its study, the Advisory Committee asked the Coordinating Board to appoint a special subcommittee on compensatory education. Investigations of the subcommittee dealt with ways to increased numbers of qualified minority and women students making application to medical and dental schools. Topics reviewed included support system educational programs for ethnic minorities, counseling at all levels, and financial aid.

The final report and recommendations on medical and dental education in Texas were to be presented to the Coordinating Board at its October 1974 meeting.

A&M-Baylor-VA Medical Education Program

The Veterans Administration in June selected Texas A&M University as one of the first five institutions in the United States to develop a medical education program under the VA Medical School Assistance and Health Manpower Training Act of 1972.

VA funds totaling $9.6 million will be used to help pay the costs of faculty and administrative salaries over a seven-year period.

In conjunction with Baylor College of Medicine, A&M's innovative, pioneer medical education program will utilize clinical facilities at VA

hospitals in Temple, Waco and Marlin, as well as Scott and White Clinic and Hospital in Temple and similar facilities affiliated with Baylor College of Medicine in Houston.

The Coordinating Board last year designated Texas A&M as the state-supported institution to apply to the VA for the new program. The Board earlier had approved a new medical education program to be offered jointly by Texas A&M University and Baylor College of Medicine.

Upon receipt of a letter of reasonable assurance of accreditation from the Liaison Committee on Medical Education of the AMA/AAMC, approximately $2.4 million will be available for the first-year operation. Thirty-two students are expected to begin the program as soon as necessary arrangements are made. These students, beginning at the undergraduate junior level, will spend two years in basic science training at College Station, followed by two years in the clinical training network in VA hospitals, Texas Medical Center and other clinical facilities.

The joint program, unique in Texas, will prepare needed physicians for the state, as well as helping to ease the staff shortages and to improve medical care at hospitals within the VA system.

Nursing Education Project

The Coordinating Board's Nursing Project, a three-year, inclusive study of nursing resources and nursing education needs to 1980 in Texas, was scheduled for conclusion shortly after the close of Fiscal 1974. A final report, including recommendations for improving nursing health care, was scheduled to be presented to the Board in January 1975.

The study was initiated by the Board in 1971 at the request of the Board of Nurse Examiners, the Texas League for Nursing and the Texas Nurses Association. A grant to conduct the project was awarded by the Division of Nursing of the Public Health Service.

Mrs. John T. Jones Jr. of Houston served as chairman of the 18-member advisory Nursing Project Council which provided professional guidance to the staff in conducting the study. Three task forces were appointed to examine selected problems in nursing and nursing education. During the final year, a review and evaluation committee was named to work closely with the staff in the preparation of recommendations.

Nearly 20,000 individuals, including practicing nurses, nursing students, physicians, nursing educators and laymen, participated in the project's six major surveys. Texas nursing resources were examined by geographic area, because of the wide variations in the state's population and availability of nurses and health care facilities. Primary needs in 21 separate regions were identified.

Council recommendations were to address issues relating to the distribution of nursing schools, improvement of nursing career mobility, strengthening of nursing education programs to meet nursing practice responsibilities, and continuing education for nurses.

Community Service and Continuing Education

The Coordinating Board in Fiscal 1974 awarded grants totaling $486,000 to 18 Texas colleges and universities to support 25 community service and continuing education projects. The Board serves as state administrator of the federal funding, made available through the Community Service and Continuing Education (CSCE) Program, under Title I of the Higher Education Act of 1965.

The state plan approved for Texas' participation in CSCE grants encouraged institutions to undertake projects which will strengthen or improve state and local governments. The colleges receiving grants in 1974 and the government agencies being served will match the $486,000 in federal monies with $332,500 from non-federal sources. Title I grants must be matched at the rate of one state or other non-federal dollar for each two federal dollars.

Proposed State Plan for Adult and Continuing Education

The basic concept of a new Statewide Plan for Adult and Continuing Education received Coordinating Board endorsement in July. The comprehensive proposal was the result of a year's study by a large task force of Texas educators and laymen. It was expected to receive final Board approval in Fall 1974 for submission to the 64th Legislature.

Marking the first statewide effort to strengthen and coordinate adult and continuing education programs at Texas colleges and universities, the plan called for appropriations of $3.3 million for each year of the 1975-77 biennium. The funding was proposed to support (1) continuing

education program development, (2) the operation of problem-oriented community service programs, (3) cost studies, and (4) the development of a formula approach for future funding.

The plan recognizes the growing interest in and need for lifelong learning opportunities in today's complex and rapidly changing society. It proposes broader utilization of Texas postsecondary institutions for delivery of these educational opportunities. Institutional grants, ranging from a minimum of $25,000 to a maximum of $125,000, would be available to all public junior and senior colleges choosing to participate. The Coordinating Board, as the state agency administrator, would collect statewide program and cost data and develop formula rates appropriate to different types of continuing education programs.

The plan recommends that students pay the direct costs of continuing education instruction. It was estimated that the student share of costs during the first two-year period would approximate $6 million annually, almost double the state share. Research conducted during the study, through 12 Coordinating Board sub-grants to Texas colleges, revealed that some four million Texans were interested in participating in some type of continuing education program to fulfill vocational or avocational needs. Fewer than half that number of Texas citizens were enrolled in such programs in 1974.

Community College Program for Elderly Texans

Administration of a new program, utilizing the resources of Texas community colleges to offer educational opportunities for senior citizens, was undertaken by the Coordinating Board in 1974.

Through an inter-agency contract with the Governor's Committee on Aging, the Board allocated $224,619 in federal funds to 17 public two-year institutions in the new Community College Program for Elderly Texans. Source of the funding is Title III of the Older Americans Act. The colleges are matching the federal grants with $130,800 in non-federal funds to conduct one-year projects designed to improve the physical and mental health and economic well being of elderly citizens. The contract also provides funds for program development assistance from the Center for Aging Studies of North Texas State University.

FINANCIAL PLANNING

The Coordinating Board plays an important role in planning the financial needs of Texas higher education to assure the maintenance of quality educational services for Texas citizens. One of the Board's statutory duties is to identify formulas for determining adequate and equitable funding for operation of the state's higher education system. The success of the Texas formula system is due in great part to the cooperation and assistance the Board receives from the Governor, the Legislative Budget Board, and Texas colleges and universities.

The Texas Formula System

Formula designation responsibilities of the Coordinating Board were established by the Higher Education Coordinating Act of 1965. The statute directs the Board to designate formulas by March 1 of each even-numbered year for submission to the Governor and the Legislative Budget Board. The formulas are used in making recommendations to the Legislature for the financing of public colleges and universities.

Study of financial needs pertinent to the development of formulas for the 1975-77 biennium began early in 1973. More than 100 Texas educators and lay citizens worked with the Board and its staff throughout the year in the determination of the new formulas.

Formulas Recommended for 1975-77

In January, 1974, the Coordinating Board approved formulas for the 1975-77 biennium. The formulas cover 11 areas of cost, comprising approximately 85 percent of the educational and general operation of the institutions.

To offset inflation, most of the 11 designated public senior college formulas incorporated increases of six percent above 1975 formula rate levels. The Board endorsed a faculty salary formula providing for an eight percent per annum escalation above 1975 rates to cover projected inflation and move Texas toward the national average for such salaries.

Formulas in two new areas--General Institutional Expense and Grounds Maintenance--were among the 11 areas of cost covered in the recommendations. Also included was a formula for Instructional Administration. The Board had recommended inclusion of this formula for the 1973-75 biennium but it was not used by the Legislature in making appropriations.

A Faculty Development Leave formula, recommended in previous years, was deleted with the recommendation that each institution justify its requirement for such funds in individual budget requests. Improvement factors, in addition to inflation-induced increments, were added to formulas for Departmental Operating Expense and Custodial Services. No change was recommended in the formula for Organized Research. The Board noted that adequate funding for this area of cost would be available with full legislative funding at 1975 rate levels. In addition, the Board recommended that the Faculty and Staff Group Insurance rate be increased from $12.50 to $25 for each eligible employee.

The formula recommended to provide state support of general academic programs at public junior colleges was based on 1973 actual median cost per contact hour by program area, escalated to project costs for 1976 and 1977. (The formulas for public senior and junior colleges are printed in their entirety in the Statistical Supplement to this report.)

In another issue relating to junior college funding, the Board at its January meeting approved existing programs and rates as adequate to meet the funding needs of compensatory education courses. The question of need for a new designation to support such courses was raised in the implementation of two statutes enacted by the 63rd Legislature--S.B. 358, which defines compensatory education as a function of junior colleges and S.B. 356, which specifies criteria for such programs.

Tuition and Fees

Resident tuition and required fee charges at Texas public colleges are among the lowest in the nation. A tuition bill enacted by the Legislature in 1971 sets tuition fees at $4.00 per semester credit hour (SCH) for resident students, $14.00 per SCH for foreign students, and $40.00 per SCH for out-of-state students. Required charges for resident students, which include tuition, building use, and student service fees, ranged from $120 to $322 during the nine-month academic year of 1973-74 at public senior institutions. The disparity in the charges were due in large part to differences in the amount of building use fees assessed. Building use fees are set by the governing board of each institution.

Legislation to provide financial relief to part-time students in regard to the payment of mandatory student service fees was enacted by the 63rd Legislature in 1973. In response to opinion requests on the statute (H.B. 83), Attorney General John Hill ruled in July, 1974, that each Texas college governing board may establish its own fee schedule within the following statutory guidelines: "that the fees not exceed $30 for any one semester or summer session and that the fee be charged

proportionately according to the number of semester credit hours for which a student registers."

Tuition-Backed Revenue Bonds

Rules and regulations for the issuance of tuition revenue bonds by Texas universities were adopted by the Coordinating Board in September, 1973. Subsequently, at meetings in October 1973, and July 1974, the Board approved the sale of $41 million in tuition revenue bonds by three state senior institutions--the University of Houston, Texas A&M University and Pan American University.

The 63rd Legislature, through passage of Senate Bills 2 and 129, authorized the three institutions to issue revenue bonds for capital improvements backed by income from student tuition. The enabling legislation gave the Coordinating Board responsibility for developing regulations governing the bond issues and pledges of their payment. The statutes also delegated to the Board the responsibility for approving the terms and provisions of the bonds and the proposed construction projects.

The University of Houston in 1973 sold $25 million of its authorized $40 million in bonds for construction of its new upper level division campus at Clear Lake City. The remaining $15 million bonds were expected to be issued in Fiscal 1975.

In November, 1973, Texas A&M sold $3.5 million of its authorized $7.5 million bonds for capital improvements at the Texas Maritime Academy and Moody College of Marine Sciences and Maritime Resources in Galveston. Sale of the additional $4 million bonds were approved by the Board in July, 1974.

Board endorsement of the issuance of $8.5 million bonds by Pan American University was granted in October, 1973. S.B. 129 authorizes Pan American to issue an additional $1.5 million bonds.

Faculty Salaries

Faculty salary averages at Texas public colleges increased in Fiscal 1974 over averages recorded for Fiscal 1973; but those salary increases did not keep pace with inflation.

Budgeted faculty salaries at Texas public senior colleges for 1973-74 averaged $13,187, an increase of 4.5 percent over the $12,623 average recorded in 1972-73. The increase was 1.7 percent below the 1973 inflation rate of 6.2 percent, assessed by federal government statistics.

At Texas public community colleges, average faculty salaries for 1973-74 increased 3.8 percent over the previous year, climbing from $10,032 to $10,412--an increase which was 2.4 percent behind the cost of living rise in 1973.

A Coordinating Board salary survey conducted in Fiscal 1974 showed that average faculty salary increases at Texas public colleges since 1968-69 have lagged behind inflation rates during at least three of those six years.

The following tables show the Texas average faculty salaries for nine-month academic years since 1968-69, percentages of increase during the six-year span, and the average calendar year cost of living inflation rates as reported by the Bureau of Labor Statistics:

Average Budgeted Faculty Salaries, All Ranks
Texas Public Senior Colleges and Universities
1968-69 through 1973-74

Nine Month Period	Texas Average*	Annual% Salary Increase	Average Annual % Cost of Living Increase**
1973-74	$13,187	4.5%	6.2% (1973)
1972-73	12,623	4.0%	3.3% (1972)
1971-72	12,141	2.3%	4.3% (1971)
1970-71	11,865	4.7%	5.9% (1970)
1969-70	11,336	4.4%	5.4% (1969)
1968-69	10,856	5.1%	4.2% (1968)

Average Budgeted Salaries
Texas Public Community Colleges
1968-69 through 1973-74

Nine Month Period	Texas Average*	Annual% Salary Increase	Average Annual % Cost of Living Increase**
1973-74	$10,412	3.8%	6.2% (1973)
1972-73	10,032	2.9%	3.3% (1972)
1971-72	9,753	5.4%	4.3% (1971)
1970-71	9,250	3.7%	5.9% (1970)
1969-70	8,923	6.9%	5.4% (1969)
1968-69	8,348	5.6%	4.2% (1968)

*Coordinating Board salary survey based on average budgeted salaries paid to full-time and part-time instructional personnel in public senior colleges and universities and public community colleges for nine months of service.
**Source: Bureau of Labor Statistics

The number of full-time equivalent faculty members employed in Texas senior colleges and universities in 1973-74 was 12,058--an increase of 7.4 percent over the 11,224 employed in 1972-73. Community colleges employed 3,899 full-time equivalent academic faculty members in 1973-74--an increase of 3.1 percent over the 3,782 employed the previous year.

Non-Faculty Personnel Study

Through an interagency contract with the Governor's Office of Planning Coordination, the Coordinating Board in 1974 began a statewide study of salaries and personnel policies for non-faculty employees of Texas universities. The goal of the study is to develop sound data upon which the 64th Legislature can base appropriations decisions to support equitable personnel policies for non-faculty employees. Expected to be completed in early 1975, the project will examine non-faculty employee policies of Texas colleges regarding recruitment, selection, training, promotion and compensation. The study also will formulate recommendations to assure equal employment opportunity and equitable distribution of available state funds.

Statewide Study of Computing Services in Higher Education

At the request of Governor Dolph Briscoe, the Coordinating Board launched in Fall 1973 a study of the use of computers in Texas public higher education. A ten-member advisory committee directed the project. The study was to determine electronic data processing needs of higher education for instruction, library automation, research and administration.

The committee was scheduled to present its final report to the Coordinating Board early in Fiscal 1975.

Legislative Appropriations to Higher Education

To support all agencies of Texas higher education during the 1973-75 biennium, the 63rd Legislature authorized appropriations totaling $1.4

billion--a record level of funding which exceeded appropriations of the preceding biennium by more than 30 percent. Of the $1.4 billion, $705.3 million was designated for Fiscal 1974.

More than $181 million in Federal Revenue Sharing funds were included for the first time in the biennial appropriations to higher education. For comparative purposes, the increase for the 1973-75 biennium combining the Revenue Sharing funds appropriated with General Revenue is 34.5 percent compared with the 13.1 percent increase in General Revenue funds only.

Line-item appropriations were included for the applicable institutions and agencies for non-faculty salary increases. For Fiscal Year 1974, these appropriations provided, within the limitation of funds available, a 10.2 percent salary increase for employees making up to $6,500 per year, a 6.8 percent increase for those with salaries from $6,501 to $9,500 per year, and a 3.4 percent increase for employees earning over $9,500 per year. Fiscal Year 1975 appropriations provided a salary increase of 3.4 percent for all non-faculty employees. Also, funds were provided for the first time to pay $12.50 per month per employee for group insurance premiums for employees paid out of state appropriated funds.

Public Senior Colleges and Universities

Appropriations for the public senior colleges and universities increased $168.9 million or 27 percent over the 1971-73 biennium.

Faculty salary appropriated rates were increased 4.4 percent for both Fiscal Years 1974 and 1975. The Coordinating Board in Fiscal 1974 appropriated funds to each public senior college and university to award

a 3.4 percent salary increase in Fiscal 1975 for faculty earning less than $15,000 for the nine-months long semester of 1974. Only $2.8 million of the $3.2 million appropriation was required to fully fund the allocation.

Funds also were appropriated to the Coordinating Board ($1.9 million in 1974 and $4.0 million in 1975) for allocation to institutions with nursing programs to finance nursing student enrollment increases in each year of the biennium. Only $1.5 million of the appropriation for Fiscal 1974 was required to allocate the funds in compliance with legislative provisions.

Appropriations in other formula areas included: (1) An increase of five percent in rates for Library, the first rate increase for this element of cost since 1968. Four institutions also received Special Item appropriations to purchase library books. (2) Appropriations for General Administration and Student Services and Instructional Administration were provided to update enrollments only. (3) Most institutions received an increase in Organized Research appropriations. (4) The rate for Custodial Services was increased from 25 to 28 cents per square foot. Details of the appropriations bill are included in the Statistical Supplement to this Annual Report.

Pan American University received funds for the first time to operate an extension program for resident credit in Brownsville ($425,000 in 1974 and $700,000 in 1975), and Sul Ross received funds to operate the same type of extension program in the Uvalde area ($119,550 for both 1974 and 1975).

In addition to the two new extension programs, ten newly authorized institutions and centers received appropriations totaling $66,774,166 for the 1973-75 biennium.

Public Community Junior Colleges

Biennial appropriations for 1973-75 to support general academic programs in community colleges was $120.9 million--an increase of $17.9 million over the previous biennium. The appropriations include funds for three new junior college districts--Austin, North Harris County, and Midland. Contingency funds also were included to finance enrollment increases each year of the biennium.

There also was a dramatic increase in the amount of funds appropriated to support vocational-technical programs in community colleges. The total appropriated for these programs was $77.9 million, an increase of $38.7 million over the 1971-73 biennium.

During Fiscal 1974, the Coordinating Board disbursed $1,594,002 to 20 Texas public community colleges to fund fall semester enrollment increases in general academic courses. In addition, $905,998 was transferred to the Texas Education Agency to fund community college enrollment increases in vocational-technical programs.

For the current 1973-75 biennium, the basis of state-aid appropriations to support general academic programs in the public junior colleges was changed from the number of full-time student equivalents enrolled in the fall semester to a rate per contact hour for each of 18 general academic program areas.

Based on a 12-month production of contact hours rather than on fall enrollments only, the new funding base provides for better distribution of funds among the junior colleges.

To determine direct appropriations to each public college and university, formulas are applied to actual (historical) enrollments during a "base period." Lump-sum contingency appropriations are provided to be allocated at a later time to provide for enrollment increases between the base period and the fiscal year in which the appropriations become effective. The contingency fund provides an equitable distribution of funds among the several institutions, and at the same time uses actual enrollments as the basis for determining the distribution of state appropriations.

Medical and Dental Education

Appropriations for the 1973-75 biennium for support of public medical and dental units totaled $265.2 million, an increase of $78.2 million or 41.8 percent over appropriations for the 1971-73 biennium.

Almost $12 million of the increase was allocated for development of the new Texas Tech University School of Medicine, which accepted its first students in Fall 1972. The remainder of the increase is for the medical and dental units of the University of Texas System.

Appropriations also were increased to fund contracts with three independent institutions for the education of Texas resident medical and dental students. (See earlier discussion under heading, Work with Independent Higher Education).

Organized Research Funding

Organized Research funds available to all Texas public senior institutions totaled $104.9 million in Fiscal 1973, an increase of 1.57 percent over the all-time high of $103.3 million made available to general academic and health-related institutions in Fiscal 1972.

The federal government continued to be the major source of research funds--supplying more than one-half of the funds available to the general academic institutions and more than two-thirds of those available to the medically-related institutions.

State appropriations continue to account for about one-fourth of the total available funding.

Sources of those funds in Fiscal 1973 were as follows:

Source of Funds	Amount	% of Total
Public		
State Appropriated	$ 26,435,944	25.3%
Institutionally Controlled	4,123,886	3.9
Federal Government	59,511,107	56.7
Private Organizations		
Profit	3,570,062	3.4
Non-Profit	7,165,267	6.8
Others		
Not-Specified	4,094,818	3.9
Total	$104,901,084	100.0%

Public academic senior institutions received $75.8 million, or 72 percent of the research funds. Although the number of such institutions receiving funding increased from 24 to 26 in Fiscal 1973, total funds made available to the academic institutions decreased about $1.2 million, or 1.6 percent compared with Fiscal 1972. Texas A&M University, with

$33.6 million, and The University of Texas at Austin, with $25.6 million, continued to receive the bulk of that funding.

Public medical, dental and allied health schools received a total of $29.1 million, an increase of $2.9 million, or 10.9 percent, above the preceding year. Of that total, The University of Texas M.D. Anderson Hospital and Tumor Institute received $13.3 million.

Educational Data Center

Following pilot testing during Fiscal 1973, the new uniform system of reporting for Texas colleges and universities was implemented in the Fall of 1973.

The new reporting system and its related activities involves collection of data from all Texas colleges and universities concerning students, faculty, courses, facilities and finance. It further involves procedures for utilizing computer capabilities to convert that data into meaningful information for decision-making.

The new program upgrades and improves the Board's present uniform system of reporting and should result in an invaluable data base, which will be of assistance both to the Board and to all Texas institutions in planning efforts and activities.

The new system is the culmination of years of planning and development. As early as 1969, the Board began to study various means of upgrading its procedures for collecting and reporting data pertinent to the functions and operation of Texas colleges and universities.

The Legislature appropriated funds to the Board in 1971-72 to design and develop an automated management information system. By Spring 1972 a reporting manual, detailing data items and reporting procedures, was mailed to all Texas colleges in preparation for implementation of the system in Fall 1972. At the request of Texas institutions, the Board postponed statewide implementation of the system until Fall 1973 to allow more preparation time, to allow institutions to budget for the operation, and to test the proposed new system.

The Education Data Center staff, following the implementation of the Uniform Reporting System in the Fall of 1973, has continued to meet with reporting officials at the institutions to assist them in converting to the new reporting system.

ADMINISTRATION

Support services for Coordinating Board programs are provided by the Division of Administration. The service areas are personnel administration, budgeting, accounting, purchasing and supply, print shop, mail services and electronic data processing.

Office Administration

The Coordinating Board in 1973-74 adopted an Affirmative Action Plan to assure implementation of a program of equal employment opportunity whereby all personnel policies and decisions are made without regard to race, religion, sex or national origin.

The Board also approved rules and regulations and modes of procedure for implementing provisions of the Open Records Act (H.B. 6, 63rd Legislature, 1973). Fiscal regulations for the internal administration of the business affairs of the Coordinating Board were also revised for improved efficiency.

Data Processing

The Data Processing Section continued to expand its capabilities for the design, documentation and execution of automated data processing systems for efficient operation of Coordinating Board activities.

The data processing facilities are utilized extensively for the efficient operation of the Hinson-Hazlewood College Student Loan Program and the Tuition Equalization Grants Program. The new Educational Data Center also relies upon data processing capabilities to process data concerning Texas higher education into reports which array information

needed for decision making. The data concern students, faculty, programs, facilities and finance.

To improve efficiency and reduce cost, the Coordinating Board shares the capabilities of its computer installation through interagency contract with the Industrial Accident Board. The IAB operates an on-line terminal system consisting of 32 terminals.

A substantial upgrade in computing power was accomplished in 1973-74 with a decrease in cost. This was effected by releasing peripheral machines and replacing them with less expensive equipment. This equipment change has resulted in increased capacity and a dollar saving of $54,264 per year for the state. In addition, a software package was installed which has more than doubled the throughput capacity of the computer.

Modifications in systems procedures have improved responsiveness of the state's student loan program to needs of its student borrowers. Direct communications have been established with the federal student loan authority in Kansas City, resulting in faster turn-around for loan approvals under the federal guaranteed loan program.

Computer programs were modified this year for the Tuition Equalization Grants Program to provide more complete information and to serve needs of students more efficiently.

Based on results of a pilot test, automated procedures were refined for processing data collected through the Educational Data Center. Emphasis was on developing efficient editing and maintenance procedures. During the first year of operation of the new system, information was

collected according to former manual procedures as well as new automated procedures to verify accuracy. In addition, approximately 15 new reports were produced which were not available under the old reporting system.

In processing course and program information from Texas colleges, new procedures were developed to accommodate "unique need" courses, to effectuate the changeover from semester credit hour to contact hour reports for community junior colleges, and to show statewide distribution of course offerings of all Texas colleges and universities.

Computer capabilities also were used in Coordinating Board research studies dealing with professional education, facilities inventories, enrollment analyses, and program cost analyses.

STUDENT SERVICES

One of five functional divisions of the Board's staff, the Student Services Division administers the Hinson-Hazlewood College Student Loan Program, the Tuition Equalization Grants Program, the State Student Incentive Grant Program and several other student financial assistance programs provided by the state. The Student Services Division also processes information concerning state student residency requirements and assists educational institutions in enrolling veterans of miiitary services through the Veterans' Outreach Program.

College Student Loan Program

Texas still leads the nation in providing state sponsored loans to needy students attending institutions of higher education within its borders. In fact, the Hinson-Hazlewood College Student Loan Program has served as a model for several other states in the establishment of student loan programs. The Texas program remains the largest such program among the states and is also the largest lender of Federal Insured Student Loans in the nation.

In fiscal 1974, 21,434 students borrowed $18,268,939 through the Hinson-Hazlewood College Student Loan Program. There were more than 40,000 separate disbursements with many students receiving three or four disbursements. The average disbursement was $446. The total amount loaned for the year was almost $3 million less than was loaned in the previous year. The lowered loan volume was due in part to the elimination of the needs test in the Federal Insured Student Loan Program, so

that some students who might have borrowed through the Hinson-Hazlewood Program were able to arrange loans through private lenders. However, of even more consequence was the availability of grants to many needy students through the new federal Basic Educational Opportunity Grant Program.

Since the inception of the Hinson-Hazlewood Program in Fall 1966, a total of $137,084,192 has been loaned to 99,782 students. The average amount borrowed per student is $1,374.

Bond Sales

To fund the Hinson-Hazlewood Program during the 1974-75 academic year, the Coordinating Board in July sold State of Texas College Student Loan Bonds in the amount of $15 million. Average interest rate on the 1974 bond sale was 6.28 percent. The Board established an interest rate of 7 percent on 1974 Hinson-Hazlewood loans.

As of August 31, 1974, the Board had sold a total of $160.5 million in State of Texas College Student Loan Bonds and had retired $11,550,000 of principal, leaving net bonds payable of $148,950,000. Total bonds constitutionally authorized for sale amount to $285 million.

Participation in Federal Insured Loan Program

As noted above, the Hinson-Hazlewood College Student Loan Program operates as a lender in the Federal Insured Student Loan Program. Thus, since entering the federal program in August 1971, all Hinson-Hazlewood loans are fully insured by the U.S. Office of Education.

Death and disability coverage on Hinson-Hazlewood loans has been provided by the federal government since late 1968. With the addition of

insurance against default, the federal Office of Insured Loans now purchases at face value, plus up to 120 days of interest charges, borrower's insured notes which are more than 120 days past due. Before a default claim will be honored, the lender must provide evidence of "due diligence" in attempts to collect from the borrower. Included in such collection efforts are numerous written contacts and at least two telephone contacts with each borrower prior to filing a default claim. Students employed through the federally funded College Work-Study Program make up the main portion of evening and weekend crews that made telephone calls to borrowers whose payments are past due.

Loans that are not federally insured are collected through the same procedures as those used for insured loans except that the Attorney General of Texas is requested to file suit against such borrowers when as many as six payments are past due. To expedite the filing of suits through the Office of the Attorney General, the Coordinating Board staff does all of the clerical work necessary for suit filing. Also, court costs and citation fees are paid by the Hinson-Hazlewood Program.

Tuition Equalization Grants Program

In Fiscal 1974, a total of 10,002 needy students attending 44 independent Texas colleges and universities received $5 million through the Tuition Equalization Grants Program (TEG). Freshmen, sophomores, and juniors were eligible to participate in 1973-74. Individual grants averaged $499.90 with $600 being the maximum received by any one student.

The TEG Program began operation in Fall 1971, when $1 million was distributed to 2,500 needy freshman students enrolled in private institutions. Some 6,550 freshmen and sophomores received $3 million through the program in Fiscal 1973. A total of $7.5 million is budgeted for use in 1975, when all needy Texas resident students attending approved institutions are eligible to apply for grants. The Attorney General has interpreted "all students" to include graduate and professional school students as well as all four undergraduate classes.

In September, 1973, the Coordinating Board adopted new rules and regulations for administration of the Tuition Equalization Grants Program, as advised by the Attorney General. The new rules and regulations are designed to avoid the advancement or inhibition of religion and to avoid the use of public funds or property for the benefit of sects, religious societies or theological or religious seminaries, while at the same time avoiding "excessive entanglements" in the internal affairs of private institutions. Also, as further advised by the Attorney General, approved institutions are required to certify that employees are not required to acknowledge belief in or to adhere to any particular religious doctrine.

The Coordinating Board has received many testimonials of praise for the program from the families of students who have received assistance. Also, administrators of private institutions approved to enroll students eligible to receive grants are quick to credit the program with helping those institutions continue to serve a proportionate share of Texas college students.

State Student Incentive Grant Program

The federal State Student Incentive Grant Program, authorized in the federal Higher Education Amendments of 1972, was funded for the first time in Fiscal 1974. Governor Briscoe designated the Coordinating Board to administer the program in Texas.

Upon review of federal regulations for the program, the Coordinating Board determined, in consultation with the Attorney General, that the Tuition Equalization Grants Program was the only then authorized state program of grants to needy students that could qualify as matching grants for the federal funds. Accordingly, the Board approved temporary regulations for use of the $1,058,000 available from the federal program for matching through the Tuition Equalization Grants Program. At the same time, however, the Board instructed the staff to launch immediately a study to determine the feasibility of a state sponsored program of grants to needy students enrolled in various types of postsecondary educational institutions.

A special study committee, representative of a variety of types of educational institutions, began work in mid-summer, 1974. The committee's purpose is to study the desirability and feasibility of a broad based program of state grants to needy students. To aid the study committee in its considerations, the Southern Regional Education Board was asked to update a study done by them in 1971-72 which showed Texas students to have $48 million in unmet financial need. The updated study, based upon 1972-73 school year data, shows that the unmet need of students in Texas institutions jumped to as much as $93 million.

The special study committee expects to present the results of its work to the Coordinating Board in December, 1974.

Residency Requirement Changes

In late summer of 1973, the Coordinating Board amended its Rules and Regulations for Determining Residence Status. Revisions incorporate changes to conform with the 18-Year Old Bill (SB 123) as enacted by the 63rd Legislature in 1973 and with Attorney General Opinion H-82.

The Board appointed an advisory committee early in 1973 for the purpose of again reviewing and evaluating the rules and regulations regarding residency, especially in connection with problems encountered in applying the 18-year old majority rules. As a result of the work of the advisory committee, the Coordinating Board in July 1974 adopted several amendments to the residency regulations. One of the amendments included as a condition for consideration in deciding a nonresident's eligibility for reclassification "dependency upon a parent or guardian who has resided in Texas for at least 12 months immediately preceding the student's registration." Another amendment defined "children" to mean "dependent children" in determining residence status of the family members of military personnel.

The same advisory committee was to meet again in Fall 1974 to consider any needed changes to statutes for residence determination. After receiving the committee recommendations, the Coordinating Board would consider making recommendationsto the 64th Legislature in regard to statutory changes in residence requirements.

Other State Financial Aid Programs

In addition to the centrally-administered student financial aid programs discussed earlier, the State of Texas provides a variety of other financial aid programs for college students. One of these, commonly known as the "25¢ Fund," was created in the 1971 tuition law [Section 54.051(m) of the Texas Education Code] and provides that 25 cents out of each hourly charge for residents and $1.50 out of each such charge for nonresidents will be set aside in a scholarship fund for awarding to needy students at that institution. More than 15,000 students received almost $2.8 million in assistance from these sources in Fiscal 1974.

Some 12 different statutory provisions exempt certain categories of students from payment of tuition and/or certain fees at public institutions. Students eligible for such exemptions include the highest ranking graduate of accredited Texas high schools, certain students from other nations in the American Hemisphere, blind and deaf students, certain veterans and their dependents, certain orphans, and children of certain very low income families. Some 10,000 students benefitted from these exemption programs in Fiscal 1974 to a total value of $750,000.

Certification of Certain Students for Exemption from Payment of Fees

The children of certain firemen, peace officers, employees of the Texas Department of Corrections, and game wardens who lost their lives or were disabled in the line of duty are exempt from payment of tuition and fees at public junior and senior colleges and universities in Texas, as set forth in V.T.C.A., Education Code Section 54.204. During Fiscal 1974, six students were certified to the Coordinating Board as eligible under this law.

Out-Of-State Osteopathy Scholarships

A legislative appropriation of $25,000 funded the 1974 Out-Of-State Osteopathy Scholarship Program, designed to assist Texas students attending osteopathic institutions in other states. Twenty-five students, selected by the State Board of Medical Examiners, received scholarships of $1,000 each.

No new students are being admitted to the program. All students currently enrolled should have completed their osteopathy degree requirements by the end of Fiscal 1974.

The phase-out began after the 62nd Legislature in 1971 authorized the Coordinating Board to contract with the Texas College of Osteopathic Medicine to provide for the education of Texas resident undergraduate medical students. The Legislature appropriated $1.5 million to fund the contract with the Texas College of Osteopathic Medicine in Fiscal 1974, and $1.9 million has been appropriated for Fiscal 1975.

CAMPUS PLANNING AND PHYSICAL FACILITIES DEVELOPMENT

The Coordinating Board in 1973-74 continued to fulfill its statutory responsibility for providing leadership to Texas colleges and universities in campus planning and physical facilities development.

Services involved in this mandate include maintenance of an up-to-date statewide facilities inventory, initiation of statewide facilities planning projects, publication of pertinent studies, administration of facilities and equipment grant programs, and annual revisions of estimates of space needs of Texas public colleges.

Another Board duty conducted through the Division of Campus Planning and Facilities Development encompasses the approval or disapproval of institutional plans for construction and major renovation of academic facilities. Each request is evaluated to assure conformity with the campus master plan. Proposed institutional property acquisitions also are subject to Board evaluation in relation to institutional role and scope and campus master plans. In addition, the Board makes recommendations to the Governor and the Legislative Budget Board regarding legislative funding for renovation of institutional facilities.

Each year the Coordinating Board staff works to identify and develop possibilities for funding, both federal and non-federal, for the improvement of Texas college and university facilities. The Board administered federal programs through which $3,568,358 was committed to assist public and private Texas institutions.

Higher Education Facilities Planning

The Physical Facilities Inventory was a prominent activity of the Coordinating Board's facilities planning function in Fiscal 1974. Discussions with institutional representatives in regard to status and procedures for the facilities inventory were held at Texas A&I University at Kingsville; San Antonio College; University of Houston; The University of Texas of the Permian Basin; and The University of Texas at Dallas. In addition, a visit pertaining to the 1974 inventory update was made to each public senior campus in the state.

The latest facilities inventory figures, produced in Fall 1973, show the public senior institutions to have 38,008,214 total assignable square feet with a total estimated replacement cost in excess of $1.6 billion. The same inventory shows 9,594,318 total assignable square feet in the state's public junior colleges, the estimated total replacement cost for these being almost $384 million.

As part of the Coordinating Board's national participation in facilities planning, a report on all of Texas' higher educational facilities was prepared in the spring of 1974 for Higher Education Facilities Services, Inc. (HEFS), headquartered in Raleigh, North Carolina. In addition, from the Coordinating Board's Comprehensive Facilities Inventory computer file, the staff prepared and submitted the Higher Education General Information Survey (HEGIS) college and university facilities inventory report to the USOE on behalf of all the state's colleges and universities.

Supplemental to the facilities inventory data on physical facilities, a questionnaire regarding institutional real estate holdings was prepared and distributed to all colleges and universities. Results add to comprehensive facilities planning data.

A Fall 1973 survey on student housing indicated that Texas public senior colleges and universities had some 7,081 vacancies in their college housing. This represents a 10.8% vacancy factor. While decisions regarding construction of dormitories are not subject to Coordinating Board approval, many of these facilities in recent years are being converted to educational and general uses and, thereby, require Coordinating Board approval.

At the joint request of the Governor's Office and the Legislative Budget Board, in Fall 1973, the Coordinating Board staff conducted a campus-by-campus survey of all the major repair and rehabilitation projects for which state funds were requested for the 1975-77 biennium. Each project was visited by a member of the Division staff, and a list of objective project data was compiled in a summary report to the Governor's Office and the Legislative Budget Board.

Through an agreement reached with the Western Interstate Commission on Higher Education, a training seminar was conducted October 8-9 to assist institutions in adapting management information systems techniques to their campus planning and physical facilities activities. The project was an outgrowth of the Coordinating Board's recognition that the administration and governance of higher education is growing increasingly complex

and that need for computer capabilities is increasing. The results of the workshop will assist institutions' collection, analysis and exchange of information.

To enrich its planning activities, the Coordinating Board authorized a study by the faculty of the Lyndon B. Johnson School of Public Affairs and the Coordinating Board staff which will assist in more comprehensive procedures for assessment of postsecondary needs in Texas. Efforts were focused on the development of a broad information base consisting of state data related to the demand for postsecondary education in Texas. A report was to be presented to the Board early in Fiscal 1975.

Texas population projections for use in planning for higher education were completed for the Coordinating Board by the Population Research Center of The University of Texas at Austin. The study provides population projections by age group for each Texas county for the years 1973 through 1990. The projection methods employed in the study have proved exceptionally accurate in the past. The projections were used by the Coordinating Board in preparing a report to the 64th Texas Legislature on requirements of Texas higher education to 1980.

As an outgrowth of the energy shortage which occurred during 1973-74, the Coordinating Board and the Office of Education in Washington conducted a one-day energy seminar on August 26 in Austin to inform physical plant managers of basic energy conservation efforts suggested for use in educational facilities.

Some 70 college financial affairs officers and physical plant directors attended the workshop, held primarily to discuss management and maintenance techniques for conservation.

Junior College Resource Development

To assist Texas public community junior colleges, the Division of Campus Planning and Physical Facilities Development continued its sponsorship of a Junior College Resource Development Workshop. The workshop in May 1974 offered presentationson various grant programs and on proposal writing. A representative of the Moody Foundation discussed with workshop participants the possibility of his foundation providing matching money grants for application to the Title VI-A, undergraduate instructional equipment program.

A resource development memorandum, Resources Information Survey, was prepared and distributed to two-year colleges in the state. Published since June, 1972, the monthly memorandum notifies junior college administrators of resource news, grant and program information.

Federal Program Administration

Two federal programs involving planning and construction of campus facilities and purchase of instructional equipment and materials are administered through the Coordinating Board.

The Coordinating Board processed applications from 58 Texas institutions for $81 million in construction grants and from 87 institutions for $1.3 million in grants for instructional equipment and materials.

The Coordinating Board staff assists all the institutions, both public and private, in their initial planning, preparation and implementation of approved federal program education projects.

Construction Grants Program

Institutions of higher education are provided matching construction grants for undergraduate academic facilities under the provisions of Title VII-A of the Higher Education Act of 1972 (formerly Title I, Higher Education Facilities Act of 1963).

By the end of Fiscal 1974, the ninth year of the program, Texas colleges and universities had received more than $95 million in grants. For Fiscal 1973, Congress appropriated $43 million to fund the program -- approximately $2.2 million of which was allocated to Texas. However, the Administration impounded the funds. During 1974 these funds were released to the states and Texas' share was distributed according to the priority list adopted earlier.

The Coordinating Board, which administers the program in Texas, completed processing during Fiscal 1974 of 58 project applications requesting a total of $81.1 million (21 public junior colleges requested $13.3 million and 27 public senior and private junior and senior colleges and universities requested $67.8 million).

Each application was ranked in priority order in accordance with provisions of the State Plan adopted by the Board in 1970. The Board approved the priority list originally in October, 1972 for submission to the U.S. Office of Education to commit funds which would have been available to Texas if the program had not had its funds impounded.

When Texas' share of funds appropriated by Congress was made available, $2,268,358 was distributed to 40 of the requested 58 projects. These included eleven public junior colleges that received a

total of $515,000 and 29 public and private nunior and senior colleges and universities that received $1,753,358.

Instructional Equipment and Materials Program

Some $1.3 million in Title VI-A Instructional Equipment funds were distributed to 87 Texas institutions during the year. The amount includes $663,903 for Fiscal 1974 and $695,648 for Fiscal 1973.

The 1973 Title VI-A federal appropriation had been impounded, but the Coordinating Board was notified in February that the funds had been released.

The Board processed applications from Texas institutions for both Fiscal 1973 and 1974 concurrently, forwarding applications for disbursements to the U.S. Office of Education. The Board already had approved priority lists of applications from Texas institutions.

The 87 Texas institutions expected to receive funds from the two-year funding of the instructional equipment and materials program represent more than 75 percent of all Texas colleges and universities. A total of 101 applications from 75 institutions were received by the Coordinating Board in 1973, and 79 colleges submitted 107 applications for funding this year.

The purpose of the program, created by the Higher Education Act of 1965, is to improve the quality of undergraduate instruction by providing financial assistance on a matching basis to help colleges and universities acquire instructional equipment, materials and undertake minor remodeling.

Eligible institutions receive initial grants of $10,000 or 50 percent of the project, whichever is lesser. The funds are assigned to projects in the order of their priority until the state allocation is exhausted.

Comprehensive Planning Funds (Basic and Model Cities Related)

During the year, Houston Community College submitted to the Coordinating Board final copies of its study, More Than A Job. This study was undertaken with $25,182 of Model Cities Related Comprehensive Planning Grant funds administered by the Coordinating Board. The report addresses the feasibility of establishing a facility to provide comprehensive vocational and educational guidance to model cities residents in Houston.

Laredo Junior College and Texas A&I University at Laredo are presently completing a joint study. Funded for $16,180, the study will identify means to maximize the social and educational impact of the institutions of their community, especially the Model Cities neighborhood of Laredo.

Professors James Lawrence and Duane Jordan of Texas Tech University and Dr. Charles McNeese of Tarrant County Junior College, working under a Basic Comprehensive Planning grant, completed an extensive Texas Higher Education Building Quality Survey. The final report includes both general and specific analyses and recommendations regarding facilities at Texas' public senior and junior campuses, focusing on buildings ten years old or older and of $100,000 or more in value.

Dr. Jack Woolf of The University of Texas at Arlington delivered in early 1974 final copies of the study, Planning and Developing An Upper Level Senior College. The study identifies planning and development considerations which must precede decisions in establishing an upper level institution.

OTHER ACTIVITIES OF THE COORDINATING BOARD

Each year the Coordinating Board conducts research pertinent to its responsibilities in educational development, financial planning, student financial aid and campus planning. Reports on that research are published by the Board to help state government and education leaders stay abreast of higher education developments. The Board and its staff also cooperate with higher education institutions and agencies in other states and regions regarding matters of mutual concern.

Research and Publications

Through its monthly newsletter, CB Report, the Coordinating Board distributes information pertaining to higher education to Texas colleges and universities, to government leaders, and to higher education planners in other states.

During the year, the Board has published its Annual Report 1973 and Statistical Supplement, CB, The Coordinating Board, a brochure explaining the Board and its responsibilities, Financial Aid for Texas Students, a booklet describing aid available for Texas students; Rules and Regulations for Determining Residency Status, prepared and distributed information for the news media concerning the Coordinating Board's activities and policies, and prepared special informational reports in response to requests of members of the Executive and Legislative branches of State government on Coordinating Board studies and issues affecting Texas higher education.

In July 1974, the Coordinating Board's Allied Health Project presented 11 final reports from its comprehensive study of allied health education.

The study began in December 1972, under contract with the Regional Medical Program of Texas. The reports analyzed curricula in 10 allied health fields and recommended model programs. The project also developed a complete guide to allied health programs available in Texas, cost analyses of each program area and a report on an interdisciplinary core curriculum in allied health education. Eight of those final study committee reports -- Cost Analysis, Dental Hygiene, Medical Record Administration, Medical Technology and Cytotechnology, Nursing, Physical Therapy, Radiologic Technology, and Respiratory Therapy - were published as Coordinating Board Study Papers 15 through 22, inclusive. The Board also published the Guide to Allied Health Education Programs in Texas and final reports from committees on Interdisciplinary Core Curriculum and Pharmacy at the Two-Year Level.

A list of degree programs available in Texas public and private senior colleges and universities is compiled and published by the Coordinating Board each year. The Fiscal 1974 report, Academic Degree Programs Inventory: Public and Private Senior Colleges and Universities of Texas, was published in September, 1973.

Activities Related to the Southern Regional Education Compact

The Coordinating Board participates with the Southern Regional Education Compact in activities related to mental health research and educational opportunity in the South.

The Legislature appropriated $8,000 in Fiscal 1974 for use in the SREB regional program designed to obtain more well-trained mental health personnel for the South, more research and more effective exchange of ideas and knowledge concerning mental health.

A legislative appropriation of $10,000 was allocated for the Institute for Higher Educational Opportunity in the South. Its work focuses on the status of the region's predominantly black colleges, suggests roles they might plan in the immediate and long-range future and assists in initiations of programs to help them fill these roles.

Interagency Liaison and Cooperation

The Coordinating Board works closely with the Legislative Budget Board, Texas Education Agency, State Board of Vocational Education, Governor's Office of Planning Coordination, Governor's Commission on Services for Children and Youth, Governor's Committee on Aging, State Board of Examiners for Teacher Education, and other agencies where cooperative endeavors are an integral part of effective planning for higher education.

The Coordinating Board and its staff hold membership on numerous interagency councils. Cooperative efforts related to health education, law enforcement education, vocational-technical education, and adult and continuing education, are an important facet of coordination of services to meet the needs of all state citizens.